

Course Syllabus

Columbia College
 Fort Worth Campus
 NAS JRB Fort Worth
 1564 Headquarters Ave., Bldg 1564.
 Fort Worth, TX 76127

Course Syllabus

11 / 14 - Spring Session
 March - May 2012

Course Prefix and Number: ENGL 111 A
Course Title: English Composition I
Semester Credit Hours: 3
Class Day and Time: Wed
 5:15 PM-10:15 PM
Instructor: **Laura Knudson**
Faculty Member

Office Phone: [REDACTED]
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Catalog Description

Expository writing to practice traditional rhetorical modes and strategies, to increase analytical clarity, and to achieve precise expression. Grade of C or higher required. Prerequisite: Grade of C or higher in ENGL 107, or placement by ACT English Score or by SAT Writing Score: students whose ACT English Score is from 18 to 29 or whose SAT Writing Score is from 430 to 650 will be placed in ENGL 111. Offered Fall and Spring.

Prerequisites/Corequisites

Grade of C or higher in ENGL 107, or placement by ACT English Score or by SAT Writing Score: students whose ACT English Score is from 18 to 29 or whose SAT Writing Score is from 430 to 650 will be placed in ENGL 111.

Text

College-level Dictionary

Patterns for College Writing: A Rhetorical Reader and Guide edition

Author: Laurie G. Kirszner & Stephen R. Mandell (Bedford Books)
 ISBN: 978-0-312-60152-2

The Bedford Handbook

Author: Diana Hacker (Bedford St. Martin)
 ISBN: 978-0-312-48013-4

Course Objectives

- To know and comprehend textual material, correct writing conventions and correct grammar.
- To demonstrate skills in analysis, evaluation and use of appropriate supporting evidence in organizing writing.

Additional Instructor Objectives

Specific Version of Measurable Learning Outcomes (MLOs) for English 111

Important note: The MLOs listed here contain the same material as the MLOs listed in the next section but are formatted differently for ease of reference. This section provides more specificity with regard to the MLO's as we will address them in class.

Think of MLOs as the **specific goals we all share** for this course. You (students) might have personal goals for the course (such as overcoming procrastination or improving your vocabulary), but all of us will work toward the particular MLOs listed below: you'll work to achieve them, and I'll work to help you achieve them.

Another way to think of MLOs is to see them as the heart or the **engine of the course**. The majority of what we do in the course will visibly connect to the MLOs. In this way, MLOs answer the questions, "What is English 111 all about? What are we trying to do here?"

It follows, then, that MLOs provide the **basis for in-class activities, assignments, and the evaluation (grading) criteria** for your written projects.

Finally, **specific** MLOs are necessary because there are many different but valid ways to define good writing and to teach and learn good writing. The following MLOs are the ones that Columbia College and I, based on our experience and understanding of students, find most important for this course.

Measurable Learning Outcomes for English 111

Measurable Learning Outcome	Explanation
TOPIC SELECTION AND FOCUS	<ul style="list-style-type: none"> ▪ While I will assign the <i>rhetorical mode</i> (the type of writing; also called <i>method of organization</i>) for each assignment, you will select your own topics. Selecting a topic that both sustains your interest through the production process and fits the assigned rhetorical mode is a key skill for good communication of any kind. ▪ When you select and spell out a topic, you will zoom in close so that you can write about it in great detail in the length you have allotted. Put another way, you will pick a narrow focus and go deep (as opposed to picking a broad area and only scratching the surface).
MAIN POINT, UNITY, AND COHERENCE	<ul style="list-style-type: none"> ▪ You will select material to give your project unity: it will stay visibly focused on your narrowed topic from beginning to end. ▪ You will construct your project to have coherence: it will lead your reader step-by-step through your text with explicit organizational devices. That is, rather than assuming your reader can follow where you're going, you will directly spell out your focus and movement through statements of the project's main point, topic sentences stating each paragraph's main point, and transitional words and phrases.
MULTIPLE METHODS OF ORGANIZATION	<ul style="list-style-type: none"> ▪ You will develop projects using at least six of the following methods of organizing your paper (also called <i>rhetorical modes</i>): analysis, classification, comparison, contrast, definition, description, illustration (exemplification), narration, and persuasion. ▪ You will demonstrate knowledge of each mode's particular characteristics(its purpose, method of organization, and style) through quizzes, writer's memos, and the way you construct each project.
EVIDENCE/ FALLACY AVOIDANCE	<ul style="list-style-type: none"> ▪ You will generate material that supports the point and purpose of your overall project and each paragraph. To <i>support</i> (or, to <i>develop</i>) means to flesh out and explain a point with examples, description, details, definitions, and any other type of material--called <i>evidence</i>-- that clarifies and illustrates your point so your reader gets a deep understanding of it. ▪ You will include supporting material that is relevant (relates obviously to your point) and rational (avoids logical fallacies).
REVISION / WRITING PROCESS	<ul style="list-style-type: none"> ▪ You will work both in and out of class on various steps to produce your projects: <i>inventing</i> (exploring multiple possible topics and picking one), <i>generating</i> (coming up with supporting material), <i>planning your organization</i> (sketching out clear categories for each paragraph or section and sorting material into those categories), <i>drafting</i> (getting text down in sentences and paragraphs), <i>self- and peer-reviewing</i> (following specific steps to see your work in another light), <i>revising</i> (adding, deleting, and changing content to improve focus, strength, and organization), <i>editing</i> (polishing sentences to improve strength, clarity, and correctness), and <i>proofreading</i> (scanning your final product for typos, formatting errors, missing words, and spelling errors). ▪ You will demonstrate process work through (a) bringing drafts and other assigned writing work to class and through (b) in-class participation in individual and group brainstorming sessions, guided writing sessions, oral project status reports, and peer review.
SENTENCE STRUCTURE	<ul style="list-style-type: none"> ▪ You will recognize and practice a variety of effective sentence structures, such as subordination, coordination, parallelism, and active voice. ▪ You will recognize and practice punctuation, not merely as a matter of

	correctness, but as a tool with which to make meaning.
WORD POWER	<ul style="list-style-type: none"> ▪ You will recognize and apply effective vocabulary concepts, such as denotation, connotation, diction, and strong verbs.
CORRECTNESS/ PUNCTUATION	<ul style="list-style-type: none"> ▪ You will recognize and avoid grammatical errors, including fragments, fused sentences, comma splices, dangling modifiers, errors in agreement, unclear reference, spelling, and shifts in person, tense, and case.
WORD PROCESSING/ TECHNOLOGY	<ul style="list-style-type: none"> ▪ You will correctly use word processing, email, and other technologies as assigned to produce and turn in assignments. ▪ You will avoid penalties for late or missing work by using thumb drives and other strategies to save and back up your work.

Measurable Learning Outcomes

- Select and limit topics for composition as assigned.
- Formulate and state the point of each written composition.
- Maintain unity and coherence in written assignments through such devices as explicit statement of the point, topic sentences in paragraphs, transitional words and phrases, and a significant organization of the evidence.
- Develop writing according to at least six of the following methods of organization: analysis, classification, comparison, contrast, definition, description, illustration, narration and persuasion.
- Recognize and practice effective sentence structures, such as subordination, coordination, parallelism, and active voice.
- Recognize and avoid incorrect and ineffective usage and construction, such as fragments, fused sentences, comma splices, dangling modifiers, errors in agreement, reference, point of view, tense, case and spelling.
- Identify, understand, and avoid or correct a number of major logical fallacies.
- Punctuate effectively.
- Write effective sentences that reflect an awareness of the power of words, by such means as varied sentence structure, precise idiom and appropriate diction, strong verbs, and others.
- Apply the fundamentals of word-processing to complete at least two written assignments.
- Revise consciously, effectively, and thoroughly, emphasizing correctness and the point, evidence, and organization of the finished composition.

Special Course Requirements

Columbia College's developmental policy requires you to . . .

- write and submit for evaluation four well-developed expressive/analytical essays for a total of 4,000 to 5,000 words.
- write, as an in-class, two-hour final examination, an essay of approximately 500 words, which shows mastery of the above objectives.

Instructional Methods

Readings, quizzes, lecture, small- and large-group discussion, in-class writing exercises, in-class writing peer review sessions and writing workshops

Out of Class Activities

You will conduct all assigned reading and any necessary research as well as prepare drafts and final versions of assigned projects outside of class.

Graded Activities

Essay 1: Literacy Autobiography Description -

100 Points

17% of grade

The Literacy Autobiography will draw on our discussion of narration, illustration, and description in a written essay with a minimum of mechanical errors.

Method of Evaluation -

I will evaluate this essay on your effective use of narration, description, and illustration; your clear organization of material; your use of relevant support; and your sentence-level clarity and correctness.

Essay 2: Position Essay 100 Points 17% of grade

Description -

The Position Essay will draw on our discussion of analysis and persuasion.

Method of Evaluation -

I will evaluate this essay on your effectively analyze arguments and persuasively present a position on a public issue in a written essay with a minimum of mechanical errors.

Essay 3: Public Discourse Analysis 100 Points 17% of grade

Description -

The Public Discourse Analysis will draw on our discussion of analysis, persuasion, classification, and comparison and contrast.

Method of Evaluation -

Students will be evaluated on their ability to effectively analyze arguments and persuasively present a position while classifying evidence and comparing and contrasting sources in a written essay with a minimum of mechanical errors.

Essay 4: Rhetorical Revision 100 Points 17% of grade

Description -

The Rhetorical Revision will draw on revision skills acquired throughout the course.

Method of Evaluation -

Students will be evaluated on their ability to thoughtfully and effectively revise their Public Discourse Analysis essay.

Final Exam 50 Points 9% of grade

Description -

In class final essay, 400-600 words.

Method of Evaluation -

I will evaluate your ability to generate, organize, and express substantive ideas and to edit your writing to minimize grammatical errors in a timed situation.

Quizzes 50 Points 9% of grade

Description -

You will answer multiple-choice and short-answer questions on assigned readings or lecture material. No make-ups. There will be 6 quizzes worth 10 points each given over the term, and the lowest will be dropped.

Method of Evaluation -

I will evaluate your answers for correctness, accuracy, and completeness, based on multiple-choice and short-answer questions on assigned readings or lecture material.

Attendance & Participation 80 Points 14% of grade

Description -

You must attend each class for the entire session and participate fully to receive the full 10 points available each session. An absence equals 0 points. Because participation in group work and discussion is essential, if you attend but participate not at all or only minimally, you will receive only 3 points. Because being in class the entire scheduled time is essential, if you arrive late or leave early, you cannot receive more than 3 points for the day. See the Attendance Policy for additional information.

Method of Evaluation -

I will take attendance at the beginning of every class and following breaks. I will also note lack of, or minimal, participation.

Grading Scale

90 - 100 **A**

80 - 89 **B**

70 - 79 **C**

60 - 69 D
0 - 59 F

Additional Information / Instructions

Attendance and Tardiness/Early Departure Policy:

- **If you miss two (2) courses, you will be withdrawn from the course.**
- You must attend each class for the entire session and participate fully to receive the full 10 points available each session. An absence equals 0 points.
- Because participation in group work and discussion is essential, if you attend but participate not at all or only minimally, you will receive only 3 points.
- Because being in class the entire scheduled time is essential, **if you arrive late or leave early, you cannot receive more than 3 points for the day.**
- In addition, note that quizzes are the first order of business each day but cannot be made up, so if you arrive late, you will also miss some or all quiz points.

Instructor Cell Phone and Music Technology Policy: Because I expect your full attention to me, your colleagues, and your work during class time, I require that you silence and stow out of sight all phones and music devices during class time. Do not set your device to vibrate or leave it where you can see it easily because you will be tempted to check it visually. If you do so, or if you text during class, I will reduce your attendance and participation points. Using these devices during breaks is fine.

Additional required materials: *Bring your textbooks to each class session.* In addition, bring the following items to each class session:

- a notebook or looseleaf paper and pen or pencil for handwritten work
- a thumb drive with electronic files of all your essays/projects (past and present).

Assignments: Refer to the weekly schedule below for all due dates and for reading assignments. For each of the four writing assignments and the final exam, you will receive a detailed assignment sheet outlining objectives, instructions, and evaluation criteria.

Turning in your essays:

- Instructions for turning in your drafts and final versions will vary for each essay and will be detailed on your assignment sheet.
- At different times, you will turn in your work in hard copy, electronically over email, or both.
- At times you will bring to class multiple print copies as well as an electronic version on a thumb drive.
- You must have all copies of your work as assigned ready by the beginning of class (5:15 p.m.), or the assignment and your participation points will receive 0 points.
- Instructions for formatting each essay will be detailed on the assignment sheet.

Late work: *No late essays will be accepted except for special cases that I approve before the assignment's due date and time.* You are responsible for contacting me for an approved extension in plenty of time before the due date.

Library resources: Online databases are available at <http://www.ccis.edu/offices/library/resources.asp>. You may access them from off-campus using your eServices login and password when prompted. Contact the reference librarian on staff for help using references. Additional library resources are available at the Base Library in Building 1802.

Email: Because we meet only once a week, we will use email heavily for communicating with each other. I will often send you important updates, changes, additional resources, and other vital information via email. **You must set up your Cougar email and check it daily (two or more times).** Sign up for Cougar mail at www.ccis.edu.

Course readings: Because I like to respond to your instructional needs as they emerge, all assigned readings are subject to change. Most readings will be found in your course text(s) and print

handouts, but I also may require you to access readings online.

Schedule of Activities and Assignments

Week 1

Introductions, Course Review, Major Concepts, Assign Essay 1

Activities:

- introductions
- lecture and Q&A: syllabus review
- lecture and group work: major course concepts
- in-class writing to turn in (not graded)
- quiz on syllabus
- receive assignment for Essay 1
- guided brainstorming for Essay 1 topic

Reading:

Please plan to bring a printed copy of the syllabus with you to class.

Additional Notes:

Rough draft of Essay 1 due **on Week 2**. Bring 2 copies to class and email the instructor your draft no later than noon the day of class.

Week 2

Narration and Description; Assigned Readings; Sentence Fragments, Comma Usage (comma splices and fused sentences), and Misplaced Modifiers; Thesis Statements and Topic Sentences

Activities:

- quiz on reading
- lecture and Q&A
- peer review
- in class writing

Reading:

Work due (complete before you come to class)

- PCW Ch. 1 "Reading to Write: Becoming a Critical Reader" (pgs. 11-26)
- PCW Ch. 6 "Narration," (pgs. 97-109)
- PCW Ch. 7 "Description," (pgs. 151-169)
- PCW "Thirty-Eight Who Saw Murder Didn't Call the Police"
- PCW "The Hidden Life of Garbage"
- BH Section 19, pgs. 225-235
- BH Sections 32 and 33, pgs. 353-379

Assignments:

Rough draft of Essay 1 due. Bring 2 copies to class and email the instructor your draft no later than noon the day of class.

Additional Notes:

Final Draft of Essay 1 DUE AT THE BEGINNING OF CLASS ON WEEK 3. Please see all paper formatting requirements.

Week 3

Argument (including written, visual, and oral rhetoric); Toulmin Method and Fallacies; Revision, Editing, and Proofreading; Coordinating and Subordinating Conjunctions; Transitional Words and Phrases; Organizing Evidence; Introduce Essay 2

Activities:

- Quiz over readings
- Prewriting exercise
- Group work
- Discussion of readings
- Assign Essay 2

Reading:

Work due (complete before you come to class)

- PCW Ch. 14 "Argumentation" (pgs. 525-549)
- PCW Ch. 3 "Arrangement" (pgs. 51-63)
- PCW Ch. 4 "Drafting and Revising" (65-76)
- PCW Ch. 5 "Editing and Proofreading" (81-93)
- BH Section 14, pgs. 176-191

Assignments:

Final Draft of Essay 1 due at the beginning of class. Please see all handouts regarding formatting and submission of Final Drafts.

Additional Notes:

Rough Draft of Essay 2 **due on Week 4** - bring 2 copies to class and email the instructor your draft no later than noon the day of class.

Week 4

Argument; Definition; Colon and Semi-Colon Use; Parallelism and Active Voice

Activities:

- quiz on reading
 - Discussion of reading
 - Peer review of rough drafts
 - Conference with instructor
- Reading: *Work due* (complete before you come to class)
- Review last week's readings
 - PCW "Declaration of Independence," "Declaration of Sentiments and Resolutions, Seneca Falls Convention, 1848," and "Letter from Birmingham Jail," (pgs. 553-578)
 - PCW Ch. 13 "Definition," (pgs. 489-500)
 - PCW "I Want a Wife"
 - BH Sections 8 and 9, pgs. 141-151
 - BH Sections 34 and 35, pgs. 353-379
- Assignments: **Rough Draft of Essay 2 due** - bring 2 copies to class and email the instructor your draft no later than noon the day of class.
- Additional Notes: **Final Draft of Essay 2 due at the beginning of class on Week 5. Please see all handouts regarding formatting and submission of Final Drafts.**

Week 5**Cause and Effect, Comparison and Contrast; Classification and Division; Discuss Assigned Readings; Arguments in the Media; Introduce Essay 3**

Activities:

- quiz on reading
- discussion of readings
- In class writing
- Assign Essay 3

Reading:

Work due (complete before you come to class)

- PCW: Chapter 10, "Cause and Effect" (pgs. 321-332)
- PCW: Chapter 11, "Comparison and Contrast" (pgs. 371-385)
- PCW: Chapter 12, "Classification and Division" (pgs. 435-446)
- PCW: "The Ways We Lie"
- PCW: "Why Chinese Mothers Are Superior"
- PCW: "The Case Against Air Conditioning"

Assignments:

Final Draft of Essay 2 due at the beginning of class. Please see all handouts regarding formatting and submission of Final Drafts.

Additional Notes:

Rough Draft of Essay 3 **due on Week 6** - bring 2 copies to class and email the instructor your draft no later than noon the day of class.**Week 6****Combining the Patterns, Agreement with Indefinite Pronouns, Subject-Verb Agreement with Indefinite Pronoun Subjects**

Activities:

- quiz over reading
- peer review of Essay 3
- discussion of readings

Reading:

Work due (complete before you come to class)

- PCW: Ch. 15, "Combining the Patterns" (pgs. 655-663)
- PCW: "The Shame Game"
- PCW: "A Modest Proposal"
- BH Sections 21 and 22 (pgs. 243-262)

Assignments:

Rough Draft of Essay 3 due - bring 2 copies to class and email the instructor your draft no later than noon the day of class.

Additional Notes:

Final Draft of Essay 3 due at Week 7. Please see all handouts regarding formatting and submission of Final Drafts.**Week 7****Review for Final Exam; Introduce Revision Assignment**

Activities:

- Discuss Final Exam

- Introduce Revision Assignment
 - Review of previous quizzes
- Reading: Review all assigned readings from previous weeks, but no additional reading this week.
- Assignments: **Final Draft of Essay 3 due at the beginning of class. Please see all handouts regarding formatting and submission of Final Drafts.**

Week 8**Final Exam**

Activities: Final Exam

Examinations: **Final Exam:** in-class writing as assigned, 400-600 words, to test your ability to generate, organize, and express your ideas and edit your writing to minimize grammatical errors in a timed situation.

Revision Assignment due.

Library Resources

Columbia College Resources - Online databases are available at <http://www.ccis.edu/offices/library/index.asp>. You may access them from off-campus using your eServices login and password when prompted.

Campus Resources - Additional library resources are available at the Base Library in Building 1802.

Course Policies and Procedures**Attendance**

Columbia College Policy - Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled. Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, an instructor may withdraw a student from the course with a grade of "F" or "W" at the discretion of the instructor.

Academic Integrity

Columbia College Policy - Columbia College students must fulfill their academic obligations through honest, independent effort. Dishonesty is considered a serious offense subject to strong disciplinary actions. Activities which constitute academic dishonesty include plagiarism, unauthorized joint effort on exams or assignments, falsification of forms or records, providing false or misleading information, or aiding another in an act of academic dishonesty. Possible penalties for these activities are discussed in detail in the AHE Degree Completion Catalog.

Class Conduct and Personal Conduct

Columbia College Policy - Students must conduct themselves so others will not be distracted from the pursuit of learning. Students may be disciplined for any conduct which constitutes a hazard to the health, safety, or well-being of members of the college community or which is deemed detrimental to the college's interests. Discourteous or unseemly conduct may result in a student being asked to leave the classroom. Examples of misconduct and possible disciplinary actions are described in the AHE Degree Completion Catalog.

Campus Policy - Classroom Performance and Dress Code: Columbia College students in the class should dress and act in a professional manner. Students should be conscious of the image that is being projected. Be polite, enthusiastic, and exhibit professionalism in comments and class discussions.

Cancelled Class Make-Up

Columbia College Policy - Classes cancelled because of inclement weather or other reasons must be rescheduled.

Campus Policy - Classes will only be cancelled for inclement weather if the Base closes. Base closures/delayed openings will be broadcast from:
 Television: Channels 4, 5, 8, & 11.
 Radio: WBAP - 820 AM or KRLD - 1080 AM

Make-Up Examinations

Columbia College Policy - Make-up examinations may be authorized for students who miss regularly scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Campus Policy - Make-up examinations must be scheduled in advance by contacting the instructor and campus office to set up a time for the exam to be administered. Make-up examinations will only be scheduled at 9:00 am or 1:00

pm.

Adding, Dropping or Withdrawing from a Course

Columbia College Policy - Students may add a course during the first week of the session and drop a course without academic or financial liability through close of business on Monday of the second week of the session. Once enrolled, a student is considered a member of that class until he or she officially drops or withdraws in accordance with College policy. An official drop/withdrawal takes place only when a student has submitted a Drop/Add/Withdrawal form. A failure to attend class, or advising a fellow student, staff or adjunct faculty member of an intent to withdraw from a class does not constitute official drop/withdrawal. The drop/add/withdrawal periods begin the same day/date the session starts, not the first day a particular class begins. If a student stops attending a class but does not submit the required Drop/Withdrawal form a grade of "F" will be awarded. The AHE Degree Completion Catalog contains details concerning drop/withdrawal and financial liability.

Withdrawal Excused

Columbia College Policy - A student may request an excused withdrawal (WE) under extraordinary circumstances by submitting a Drop/Withdrawal form accompanied by a complete explanation of the circumstances and supporting documentation to the campus director. The WE request must include all classes in which the student is currently enrolled. The Vice President for Adult Higher Education is the approving authority for all WE requests. A student who receives approval of their WE request may still be required to return some or all of the federal financial assistance received for the session. See the AHE Degree Completion Catalog for details.

Incomplete

Columbia College Policy - A student may request that the instructor award a grade of "I" due to extraordinary circumstances (unforeseen or unexpected circumstances beyond the student's control) that prevent a student from completing the requirements of a course by the end of a session. An "I" will not be given because a student is failing, negligent or not meeting requirements. If the instructor believes an "I" is appropriate, the instructor will specify the work needed to complete the course and the time allowed to complete the work. Work missed must be made up within two subsequent sessions unless the instructor specifies an earlier date. Extensions beyond two sessions must be approved by the Vice President for Adult Higher Education. If the work is completed during the specified time period, the instructor will change the "I" to the grade earned. If the work is not completed during the specified time, the instructor may allow the incomplete to remain on the student's permanent record or change it to any other letter grade.

Grade Appeal

Columbia College Policy - A student may appeal any grade given if it is believed to be in error or in conflict with Columbia College policy and procedures. The student must state in writing to the Campus Director why the grade awarded is believed to be in error and request a desired remedy. The faculty member who awarded the grade will be given the opportunity to comment on all student allegations. If the issue cannot be resolved at the campus the appeal will be transmitted through the Director to the Vice President for Adult Higher Education. A grade appeal must be received for review by the Vice President for Adult Higher Education prior to the end of 60 days from the date the grade was awarded.

Prerequisites

Columbia College Policy - Course prerequisites are established to ensure that a student has adequate academic preparation to succeed in a particular course. Staff members will attempt to ensure that students meet prerequisite requirements. However, it is the student's responsibility to closely examine the Degree Completion Catalog course descriptions to determine if prerequisites exist and to enroll in courses in the proper sequence. In some exceptional cases it may be apparent that the student possesses the required skills and knowledge to succeed in a particular course, even though they have not taken the prerequisite course. In this case the prerequisite course may be waived by the Campus Director. Waiver of a course as a prerequisite does not remove the requirement to complete the course if it is a requirement for the student's degree program.

eServices

Columbia College Policy - The college provides all students access to CougarMail (the official means of e-mail communication for the College), online resources from the Stafford Library, and their Columbia College records (transcripts, grades, student schedules, etc.) through eServices.

Use of Cougarmail

Columbia College Policy - The official student email address (also known as CougarMail) will be used for all official correspondence from faculty and staff. Students are responsible for the information received and are required to monitor their email account on a regular basis. Students may forward their CougarMail to another email account but will be held responsible for the information sent over CougarMail, even if there is a problem with the alternate mail service.

Cell Phones

Columbia College Policy - Cell phones can be a distraction to the learning process. Campus directors or course instructors may require that cell phones be turned off or set to vibrate during class periods. Students requiring special arrangements to receive a cell phone call during class should make prior arrangements with their director or course instructor.

Course Textbooks

Columbia College Policy - The textbooks listed on this syllabus are required for this course. They are guaranteed to be available through the authorized textbook suppliers designated by Columbia College. The college is not responsible for the academic or financial consequences of late textbook orders or incorrect editions not purchased from a college-authorized vendor.

Campus Policy - The college-authorized vendor for the Fort Worth Campus is MBS Books.
<http://direct.mbsbooks.com/columbia.htm>

FERPA

Columbia College Policy - The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are described in detail in the AHE Degree Completion Catalog.

Disability Services

Columbia College Policy - Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Alcohol and Other Drugs: Columbia College Policies & Resources

Columbia College Policy - The complete policy is available at <http://www.ccis.edu/offices/studentaffairs/policies.asp#alc>.